

THE USE OF NEW TECHNOLOGIES TO MOTIVATE PRIMARY STUDENTS THROUGH STORYTELLING

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Dedictory

To my son in whom I find all my strengths and my mother who I have always counted
with.

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Abstract

The use of new technologies to motivate primary students through storytelling

This new generation in the 21st century has made me question about how to respond to nowadays' changes in teaching and how teachers can create an effective and affective lesson with their students. Storytelling is an endless resource to try to motivate students in class but this new generation is more interested into new technologies, so in order to motivate primary students, contribute to moral awareness when students are learning English I felt the need to show a different approach. This project – based storytelling explores the use of storytelling, which includes a traditional English story, adapted towards the students' learning. Storytelling creates a strong way to teach English as a second language in order to emphasize reading and later on writing but adapted to this new generation through new technologies to motivate students' interest in class. This project-based storytelling will show a different approach towards the traditional storytelling, using the support of new technologies, which are related to this new generation. Digital photos, common objects such as lego and finger puppets, will be shown on an audio-video retelling the story and therefore motivating students.

Keywords: storytelling, digital storytelling, primary school, new technology and moral awareness.

Resumo

O uso de Novas Tecnologias para motivar os alunos no 1º Ciclo através de contos

Esta nova geração no século XXI tem-me feito questionar sobre como responder a estas mudanças de hoje em dia, no ensino e como os professores poderão criar uma aula eficaz e afetiva com os seus alunos. Os contos são um recurso inesgotável para tentar motivar os alunos na aula, mas esta nova geração está mais interessada em novas tecnologias, então para motivar alunos no 1º ciclo do ensino básico, contribuir para a consciência moral quando os alunos estão a aprender Inglês, senti a necessidade de mostrar uma abordagem diferente. Este trabalho de projeto de contos explora o uso de contos, que inclui uma história tradicional inglesa, adaptada ao ensino dos alunos. Os contos criam uma forma poderosa de ensinar Inglês como segunda língua, de maneira a realçar a leitura e mais tarde a escrita mas adaptada a esta nova geração através de novas tecnologias para motivar o interesse dos alunos na aula. Esta prática de trabalho de projeto irá mostrar uma abordagem diferente em relação aos contos tradicionais, usando o suporte de novas tecnologias, que estão relacionadas com esta nova geração. Fotografias digitais, objetos comuns tais como o lego e fantoches de dedo irão ser demonstrados num vídeo com áudio, recontando a história e assim motivando os alunos.

Palavras-chave: Contos, Contos digitais, 1º ciclo do ensino básico, novas tecnologias e consciência moral.

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Abbreviations

ALM – Audio-lingual method

DST - Digital Storytelling

EFL – English as a foreign language

MI – Multiple Intelligences

MKO – More Knowledgeable Other

PNL – “Plano Nacional de Leitura”

TPR – Total physical response

WALT – We are learning to ...

WILF – What I’m looking for ...

ZPD – Zone of Proximal Development

Introduction

This project-based storytelling is towards the Masters in Teaching English to Young Learners and to obtain the Masters' degree. This is a project-based storytelling related to a picture book called "The Smartest Giant in Town" by Julia Donaldson which is recommended in the National Portuguese Reading Plan for primary students in 3rd grade. How can we explore a language, make students participate actively and motivated in class? Should we change our approach towards students in order to gain their trust and interest in class? To answer to some of my doubts as a teacher I have created this different way to retell a story and also create related activities to engage students in class. Nowadays, as a teacher I try adapt to this new generation and always try to be as updated as possible, in order to help my students develop their knowledge according to the English language.

Stories are a great way to engage students in a lesson, but I feel the need to tell stories in a complete different way in order to integrate students into the learning process. It should be an inclusive learning. Teaching methods need to change so this could be a way to use the language in context. This project-based storytelling was developed in practice and for practice. This could be an endless start according to storytelling. There are 4 lesson plans according to a year 3 class and how we can develop their reading and interest towards books, in this case with a picture book called "The Smartest Giant in Town" written by Julia Donaldson and illustrated by Axel Sheffler. As an English teacher, I noticed that in class whenever the students heard and watched a video on the interactive white board, they were more motivated in class, so I am trying to make storytelling even more interesting for them. I like to make puppets to emphasize their interest, while they are listening to the story or creating an interactive board or a related minibook but this new generation is all into new technologies. When during the master's course I attended a subject called New technologies adapted to primary students, I decided to make an interactive video related to farm and zoo animals with related activities. Later on I used it in some of my classes and the reaction was great, so because I always try to tell a different story and in a different way, the idea of an audio-video story in an interactive way came as an

idea to use later on with students. Hopefully students will be more motivated and will want to participate actively in class.

Oral language is the foundation for literacy development. Preschool teachers need to be planful, purposeful, and playful in their daily interactions and experiences (according to Assel, Landry, Swank, & Gunnewig. (2007) in the Susan B. Neuman and David K. Dickinson. (2011). Handbook of Early Literacy Research. volume 3. The Guilford Press. New York. London p.290) with the children in their classroom, to help build a strong foundation in oral language and other emergent literacy skills. When teachers plan for lessons, teachers need to be able to reflect on what children already know and can do and then plan for further growth according to oral language.

Teachers have a reason when and why they set clear learning goals for children. Teachers who create daily interactions and experiences with children make learning fun, engaging, and they also motivate them to use their oral language skills throughout the day. Oral language involves speaking, reading and listening. It develops in infancy and continues to develop throughout life. Oral language is essential for children to gain knowledge of the world we all live in.

Chapter I is about the theoretical framework where I will try to approach some language learning theories, using language in context. My personal experience as an English teacher is always trying to emphasize the importance of stories, in order to engage students to speak in an active and productive way in class. It has shown me that it is also an excellent way to engage students.

Chapter II is about the project-based storytelling, showing the reason why I have chosen this author and this picture book to emphasize the students' learning. Nowadays students are all into new technologies, so I find I have to try to integrate that in class. I use the interactive white board where I can show the previously prepared powerpoint or youtube video to engage students in the learning process. It is not enough because they are in contact with those every day, with storytelling there are endless ideas but this generation prefers lessons in a digitalized way. As a teacher I can try to use a different way engaging them also in the process of making an audio-video related to a story.

CHAPTER I

Development of oral language

Language teachers try as much as possible to develop oral language in class. According to Kirkland and Patterson. (2005), "The development of oral language is facilitated through a carefully planned environment that promotes thoughtful, authentic opportunities to engage in conversations" (Early Childhood Educational Journal p. 391). This statement written in 2005 is in my opinion, related to how a language can be acquired throughout a planned lesson, focusing on the environment where this learning is happening, giving this way a purpose of the given task including real and useful speaking opportunities for each student in class. As examples, "we have plays; role plays, drama and language games, improvisations; mimes; simulations; readers' theatres; frozen image building, scriptwriting and skits" (Examples given by Sehriban Dundar. (2012). Nine Drama Activities for Foreign Language Classrooms: Benefits and Challenges. Article in Procedia. (2013). All these create an environment in class where real opportunities are created to engage students in conversations. "The development of oral language is crucial to a child's literacy development, including listening, speaking, reading and writing." (Kirkland & Patterson, (2005), p. 3).

Munro's ICPALER framework

According to Munro J.K. (2009). Language Support Program. Professional Learning Guide. East Melbourne: Department of Education and Early Childhood Development), "One's use of oral language enables them to learn in all areas, not just literacy". He shows with a framework how important it is for children through short term memory, learn and therefore retain ideas.

The ICPALER framework points to the fact that it is vital children "retain ideas in short term memory" (Munro. John. (2009). Teaching Oral Language: Building a Firm Foundation Using ICPALER in the Early Primary Years. Australian Council Educational Research Press.

2011). John Munro's ICPALER framework gives schools and teachers an understanding of students' language abilities. Teachers can analyse the different sections of the model relating to a child's expressive and receptive abilities. The teacher is then able to go further and develop tasks to assist students in the area/s they may be having difficulties with which are outlined in this framework. ICPALER is a mnemonic to assist with remembering the different sections.

'I'- This stands for the **ideas** being communicated, it includes the areas of words, sentences discourse and topic.

'C'- This outlines the **conventions** of language and 'how' it is used.

'P'- This determines why language is used and the **purposes** for communicating 'AL'- The **ability to learn** and what children need in place to learn effectively

'E'- **Expressive** communication.

'R'- **Receptive** communication" (Munro, 2009)

Kirkland and Patterson (2005) state "as children enter school, they bring diverse levels of language acquisition to the learning process p. 1." As teachers we should try to give our students real opportunities to learn the language properly.

Providing authentic opportunities for learning

These authentic opportunities are related to the speaking opportunities that can be created and/or therefore provided in different ways to allow each student with different levels of English to interact and help students acquire more vocabulary throughout their learning process. The current theory in second language acquisition is according to Savignon & al. (1983), a program "that involves the whole learners in the experience of language as a network of relations between people, thing and event p. 1425".

These opportunities can be given to students through nine drama activities for foreign language classrooms: benefits and challenges that teachers and students can face according to Sehriban Dundar. To start drama and language games, such as some tongue-twisters and ice-breakers, these are five minute activities that can make a big

difference to what comes next. "They are meant to create immediate motivation as well as physical and/or mental stimulation, which will draw students into or sustain active learning that, is centered on authentic/actual communication in the target language" (Stoate, 1984 and Dougill, 1987. Sheldon. Leslie E. 1987. *ELT Textbooks and Materials: Problems in Evaluation and Development*. British Council. Modern English Publications). Then second activity: role-plays which is according to Budden (2004), "any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation" (www.teachingenglish.org.uk/article/role-play), in my classes these work out really well for students to interact with each other as a whole group. Students normally love to pretend to be someone else or do something that normally they would not do on their daily life, so with role plays they can not only have fun but also use the language in an imaginary context. A third drama activity is improvisation, where during this activity three main goals are provided: students' pronunciation improves, proper use of a grammatical structure is reinforced and vocabulary practice is enhanced. Students should try to improvise so they can use the language in different ways. A fourth drama activity is to mime; John Dougill (1987 p.13) defines mime as "a non-verbal representation of an idea or story through gesture, bodily movement and expression". This activity is also an excellent extra activity to use in class, so I do use it with words or pictures in my classes in order to revise vocabulary. During this activity children do not need to speak, it is great for the shy students that aren't as comfortable as other students to speak.

The fifth drama activity is simulation, where students can simulate a situation given to them, so they have to pretend a certain situation without using their imagination creating situations. The sixth drama activity is readers' theatre, which according to Sloyer (1982), is "an oral presentation of drama, prose or poetry by two or more readers". This activity is great for year 3 or year 4 because they can read with some confidence so through this activity students can explore their reading skills, acting out with different voices and pronunciations so once again it is great to use in class and explore their language skills.

The seventh drama activity is Frozen image building. This activity is great for second language learners because they will work in a group and share their ideas and create frozen pictures, which according to Jarayseh (2010) "*developed into animated situations involving a series of interviews with the characters incorporated in the respective images*" (p.22-24).

The eighth drama activity is scriptwriting, which according to Porcaro (2001), "provides an

opportunity to integrate with it the other basic language skills of reading, speaking, listening in EFL (English as a Foreign Language) instruction". In a class this is a great activity for the whole group to participate and have fun while they are learning.

The ninth and last drama activity is Skits, this is, according to Nolan & Patterson, (2000) giving a "fixed set of lines where students don't have to create expressions, yet where they can instil their own creative interpretations and emotions, were thought to constitute a good intermediate point between practicing the form and communicating the message (p. 6-14)".

All these nine drama activities create, without a doubt, benefits and challenges that are great to use in a language classroom by the teacher with her students. As a teacher, I try to adapt wherever I am teaching. I try to create a good pedagogical relationship with my students but also with the staff I am working with. After all this that seems easy but sometimes can be challenging, I try to do my best.

As an English teacher, I always try to emphasize the language itself in a way so that is seems great and easy towards primary students to learn. I try to show the language itself as much as possible, throughout displays, which can be interactive or games and stories where I can create a natural approach to learn the vocabulary using good communicative approaches in order to achieve good results. These display opportunities can enhance the literacy environment of the classroom. We can use different themes or activities where students can enrich their vocabulary. As examples we have menus; recipes; word walls; labels; signs; students work and a variety of different interactive displays where students can add or change according to their learning.

The use of realia¹ is important so students can relate this in a better way. Using Total Physical Response (TPR) also helps students' integration in class, so further on they feel comfortable to participate actively in class, not only with the teacher but also with a partner or the whole class with a presentation for example, so I try to use it as much as possible. According to its creator, Dr. James Asher (prize-winning writer, researcher and teacher), TPR was designed to provide students with a stress-free approach to learn a second language, so as teachers we should keep this in mind and create that kind of environment for our students. "One's use of oral language enables them to learn in all areas, not just literacy" (Munro, 2009). The language should be explored in different ways

¹ Realia in education means objects in real life used in classroom instruction.

and according to Halliday (British linguist. 1972) there are seven different functions of a language.

Halliday's Functions of Language

According to Michael Halliday's Functions of Language in 1972, there are seven functions, which are: instrumental; regulatory; interactional; personal; heuristic, imaginary and representational.

The instrumental function is expressing needs or getting things done; asking; requesting or explaining; the regulatory function is influencing the behaviour, feelings or attitudes of others; the interactional function is getting along with others; initiating; sympathizing; reconciling; arguing, encouraging and empathizing; the personal function is expressing individuality and personal feelings; stating opinions; confronting; expressing thoughts and feelings; recounting experiences; the heuristic function is seeking and learning about the social and physical environment; interrogating; discussing; asking; querying, investigating and clarifying; the imaginary function is creating stories; games; new worlds and new texts; storytelling; anticipating; predicting; imagining, playing and experimenting and the last one is the representational function which is communication information; telling; lecturing; stating facts; sharing skills; commenting, imparting knowledge and informing.

In class, as a teacher, I try to explore most of these functions in order to make students more comfortable with the language. Children normally prefer an imaginary function, so that should be explored through plays, stories or whatever a teacher feels that children get engaged and motivated to speak in class and outside, using the language in a productive way. Normally drama works perfectly in class. Drama can be defined in a number of ways, one of which is "any kind of activity where learners are asked either to portray themselves or to portray someone else in an imaginary situation"(Holden, 1982). Using drama or storytelling in class is always a great way to create a great amount of activities, making the students' learning enthusiastic and motivated. In class, with these activities, students are learning in context, using their imagination and working together as a group. Kirkland & Patterson in 2005, show that there is evidence to show that engaging

children in language building activities in the classroom each day meets the needs related to children's language development. To use drama or any other activity that emphasizes the use of the language, we should always keep in mind the audio-lingual method.

The Audio-lingual Method

The Audio-lingual method used in EFL language classes where teachers should use the target language as much as possible, but with primary students sometimes I have to use the students' mother tongue language, in order for them to understand. I only use it when none of the students understand what I am trying to explain. The Audio-lingual Method (ALM) can be used in classes. According to Rohmah (2012) "The audio lingual method drills students in the use of grammatical sentence patterns. When this method was developed it was thought that the way to acquire the sentence patterns of the foreign language was through conditioning or helping learners to response correctly to stimuli through shaping and reinforcement (p.2)".

One aspect of auditory processing involves the retention of auditory information, to allow time for word recognition and for comprehension to occur. This retention of auditory information is often referred to as 'short-term auditory memory'. According to Tan (2000) *"The capacity of the short-term auditory memory does increase with age"*.

Language used to transmit messages

According to Stephen Krashen *"Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning."* This statement written by Stephen Krashen (Creese. Angela. (2005). Linguistics and Education. Volume 16. P. 188 – 204), is related to how a language can have a purpose so we should reflect on our teaching methods that are used in class to achieve this language approach. In class we should use, when possible, TPR, a natural Approach and Communicative Methods to teach in a better way. Whatever makes the language comprehensive, this is, that students can understand, is really important. As an example we have the visual aids, these are flashcards with pictures and/or words and interactive displays that can make the learning interesting. We also

have to try to understand if the students are receiving the message, this is to understand whenever we are speaking directly to them if we are making our voice clear.

Reflecting upon this statement from Stephen Krashen, I thought about the importance of seeing or looking at the language as a purpose, this is, for a reason, so it transmits messages. A language shouldn't be taught for "conscious learning" as referred by Stephen Krashen, who was one of the creators of the language approach, but it should be taught using teaching methods that address benefits towards the students. As teachers we should facilitate the learning so it becomes engaging and useful for our students. As an English teacher in a Portuguese school, I try to create as many activities in English, not only in the classroom but also outside the classroom with storytelling where they can retell the story to other students or family, drama where they can perform a play to their parents or other students and watching an English play where they can interact with the actors and have that experience also in English. Krashen believed that, to obtain a second language it consisted of five main hypotheses.

Krashen's five main hypotheses

Krashen's theory of second language acquisition consists of five main hypotheses: the Acquisition-Learning hypothesis, which is one is the most important of all the hypotheses in Krashen's theory and the most widely known and influential among linguists and language practitioners. According to Krashen, there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or '**acquisition**' is the product of a subconscious process that is similar to the process when children acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated or focused in the communicative act. The 'learned system' or '**learning**' is the product of formal instruction and here there is a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules or any structure according to the language. According to Krashen 'learning' is less important than 'acquisition'. So as teachers and having this theory in mind, we should focus on what students can acquire, this is, gain from our lessons instead of always worrying about what students are learning or

should be learning.

The second hypothesis is the **Monitor** hypothesis, which explains the relationship between acquisition and learning. It is the practical result of the learned grammar. The acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. It looks like the role of conscious learning could be limited in second language performance. Krashen believes that the role of the monitor is - or should be - minor, so it should be used to correct 'normal' speech and to emphasize more speech itself.

Krashen shows a difference between learners that use the 'monitor' all the time, called over-users; learners who have not learned or who do not use their conscious knowledge (under-users), and learners that use the 'monitor' properly, called the optimal users.

The third hypothesis is called the **Input** hypothesis, where Krashen tries to explain 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses when he/she receives the so called second language 'input', a step beyond his/her current stage of linguistic competence. As teachers we should focus on 'Comprehensible Input', in other words what the students can understand but still aren't able to produce and put into practice. The **Natural Order** hypothesis is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, (1987) – Krashen. Stephen. (1989). *The Modern Language Journal*. Volume 73. p. 440-464) which suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. Given this natural order, as teachers we should think about the students' age, L1 background, conditions of exposure towards the language, and even if individual acquirers were not always 100% in the studies, there were statistically significant similarities that show a Natural Order of language acquisition. Krashen rejects grammatical sequencing when we need to focus on language acquisition. Finally, the fifth hypothesis, the **Affective Filter** hypothesis, shows Krashen's view that a number of 'affective variables' play a role in second language acquisition, for example motivation, self-confidence and anxiety. Krashen believes that learners with high motivation, self-confidence, a good self-image and a low level of anxiety are better equipped for success in a

second language acquisition. If a student isn't motivated, doesn't have self-confidence to participate actively in class and or shows anxiety, it is through this affective filter hypothesis where, positive affect is necessary, but not sufficient on its own, for the language acquisition to take place.

Krashen is widely known and well accepted in this theory of second language acquisition. He has had a large impact in all areas of second language research and teaching since the 1980s. So his theory leads us towards reflecting on our lessons and which are the key elements we should keep in mind: students should have Low anxiety; motivation; self-confidence; teacher modeling; focus on comprehension; we shouldn't emphasize on grammar; give students tolerance for error, try not to use L1 in class and have a humanistic approach towards language teaching.

The “Best” methods

"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." These words by Stephen Krashen (2003) show the purpose of the language itself, engaging students in class to acquire and learn how to use properly the language.

The communicative approach is referred in the British Council “based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language”. Another method used was related to Vygotsky's theory towards learners.

The importance of *storytelling in the English Class*

Considering Halliday's Functions of Language, the importance of storytelling is that it first

gives an **Imaginary Function**, where students can interact and imagine different situations, for example a different ending for the story or changing the characters. According to Miller (2012), throughout Storytelling students can feel “Projection, Identification, Empathy, Imitation, and Imagination, which are important processes when it comes to people and stories. People project themselves into story characters. They identify with the characters. They feel empathy with the characters. This occurs through the use of the listener’s imagination (p. 272)”. Children are normally great at “exploring” imagination in a productive way. Secondly according to David Nunan (1997), storytelling provides a “context Language learning: morphology and grammar learning”.

Thirdly it is a step to promote pragmatics, which is, according to Kasper (1997; 2000), a “study of how a speaker uses language in social interaction and its effect on other participants in the communicative event”. Finally it is a way to promote an integrated-curriculum approach.

The social interaction dimension - Vygotsky’s theory towards learners

Lev S. Vygotsky was born on November 19, 1896, but unfortunately he died in June 11, 1934 (37 years old). He was a Russian psychologist who believed that children learn through social interaction. Vygotsky believed in the sociocultural theory: children learn actively and through hands-on experiences. Parents, caregivers and peers have an important role in a child’s development.

As Vygotsky argued, a learner’s background acts as the fundamental tool or rather a prerequisite, in order to make sense of their world. Vygotsky also confirms that learners develop tools in correspondence to their specific cultural contexts, such as reasoning, speech and writing, thus leading to further internalisation of literacy concepts. (Vygotsky, 1978).

“What a child can do today with assistance, she will be able to do by herself tomorrow” Lev Vygotsky.

As referred above by Vygotsky if we help students with what they really need, they can achieve their goals and as a professional I try to keep that in mind. According to Vygotsky’s Sociocultural theory: First knowledge acquisition is based on people’s interaction, then there is Cultural and social heritage by its representatives.

Social interaction is very important within the learning process and Sociocultural

environment plays a central role in the cognitive growth and knowledge construction. Culture is assimilated by the human mind through social interaction stimulation and mediated by the language itself. Human mind acquires knowledge using specific intellectual tools that function as problem-solvers and the role of psychology is to perceive and understand the different ways in which human social and mental activities are developed through those intellectual tools. Vygotsky, who was a Russian psychologist, believed that children learn through social interaction. He believed in the socio-cultural theory: children learn actively and through hands-on experiences. Parents, caregivers and peers have a role in a child's development. So as teachers we should use language in a way that it has a purpose. Vygotsky's theory was based on the Zone of Proximal Development; 1st Learning and 2nd Development. His biggest contribution was the Zone of proximal development (ZPD), which is a range of tasks that a child can perform with the guidance of others but still cannot perform independently, so according to Vygotsky, learning happens because we interact with our environment, which means that we do not learn because we have developed but we develop because we learn!

Lev Vygotsky shows some ideas that will help us as teachers to take advantage and maximize the child's potential. The Russian psychologist, intellectual and social activist Lev Vygotsky (1896-1934) worked towards the child's potential in their learning environment.

Vygotsky's ideas show that education can be seen in different ways, this is learning and teaching. Normally, teachers and educators have, throughout the years been concerned with assessing *what* children learn instead of focusing on *how* children learn. Focusing on how children learn we can understand the child more, so the approach towards each child is different according to their learning.

Vygotsky's Social Development Theory

Vygotsky's ideas influenced a social constructivist approach towards education. His Social Development Theory rests on two main principles: the More Knowledgeable Other (MKO) and the zone of proximal development (ZPD). The MKO (More Knowledgeable Other) refers to anyone who has a better understanding or a higher ability level than the

learner, regarding a specific task or process. So, normally it is a teacher, a tutor or an older adult but the MKO could also be a younger person, a peer or even a computer.

Children, he said, learn best when new information is scaffolded for them. He called the area of cognitive development, from where a child starts out to where he could get to with scaffolding, the zone of proximal development. Scaffolding is the temporary support that teachers, parents or others give a child in doing a task until the child can do it alone (example: swimming, reading and writing). Some followers of Vygotsky (Wood, Bruner and Ross) used this metaphor of scaffolds in a way of teaching.

Below I summarize some assumptions of Vygotsky's theory:

- Adults convey to children the way their culture interprets and responds to the world;
- Thought and language become increasingly independent in the first few years of life;
- Complex mental processes begin as a social activity;
- Children can perform more challenging tasks when assisted by more advanced and competent individuals (alone and with a more competent individual);
- Challenging tasks promote maximum cognitive growth (zone of proximal development);
- Play allows children to stretch themselves cognitively (self-gratification, use of symbols and self-regulation).

Vygotsky theory shows how a young child may use self-talk, private speech and scaffolding to increase his own actual development level.

Learning through different lenses - Gardner's Multiple Intelligences Theory

Howard Gardner, born on 11th July, 1943 is an American psychologist and a professor at Harvard Graduate School of Education.

He published his first book Frames of Mind in 1983, where he presented the fundamental of his theory as well as seven of the multiple intelligences. Later in 1999, when

he published intelligence reframed he added two more intelligences for a total of nine.

For learning to occur, focusing on the strengths and skills of the child gives the child motivation and opportunity to learn in the ways that the child learns best. Howard Gardner looks at learning through his model of multiple intelligences.

In this sense, according to Gardner (1983), we are all able to see the world through language, logical-mathematical analysis, spatial representation, the musical thought, the body use to solve problems or to make things, an understanding of other individuals or an understanding of ourselves. In this context, it is important to briefly clarify, the nine multiple intelligences considered by Gardner:

A logical-mathematical intelligence (ability to perform mathematical operations and analyze problems logically); a verbal / linguistic intelligence (ability to learn languages and to use the spoken and written language to express themselves and achieve goals); a spatial intelligence (the ability to recognize and manipulate spatial situation, wide or narrow); a bodily-kinaesthetic intelligence (ability to use the body to solve problems or manufacturing products); an interpersonal intelligence (ability to understand the intentions and desires of others and to relate well); an intrapersonal intelligence (self-ability, which would include aspirations and how to use information to achieve personal goals); a musical intelligence (innate disposition to act, appreciation and composition of musical patterns), naturalist intelligence (ability to observe carefully) and Existential intelligence (ability to question why we live and why we die).

Gardner & Vygotsky: collaborating theories

Howard Gardner and Lev Vygotsky have greatly influenced the way children today are taught: through multiple intelligences, the importance of language, development, culture and scaffolding ideas are key concepts in the understanding of learning.

Their theories have many implications towards education. Using Gardner's multiple intelligences (MI) as a model of practice has the possibility to accommodate all students' ways of learning and diversify their experience. In order for this to occur the role of the teacher is very important. Social interaction is the core of teaching and learning because

that is where relationships are established. Basically teaching and learning work hand in hand within a social context. This can be called teaching in the zone of proximal development.

Gardner (1991) faced the question of learning towards effective implemented understanding, comprehension beyond that demonstrated in the achievement of a school test. Thus, this author distinguishes intuitive learning from school learning. Considering that the natural, universal and intuitive learning that takes place at home or in the surrounding area, during the first years of life, is of an entirely different order of school learning, which is now required in all literate world.

We need to note that several studies, such as researches from Johns Hopkins, referenced by Gardner (1991), have documented situations in which school learning and genuine understanding does not necessarily have a cause effect. Considering that when the testing conditions are slightly changed, the sought jurisdiction cannot be documented, then understanding - in any reasonable sense of the term - was simply not acquired. Has it been acquired?

Therefore, this question brings us the need to respect the student as a student possessing a different kind of mind of other students. Different people have different performances in different areas, reporting on the nine human intelligences suggested by Gardner.

Gardner takes a pluralistic view of learning by recognizing that everyone has different cognitive strengths. Children's different strengths may influence how the child makes sense of the world. There are several key points in the multiple intelligences theory that are worth mentioning.

First, every child possesses all nine intelligences. Some children may be more proficient at some intelligences than others, modestly intelligent in some and underdeveloped in others. Second, everyone has the capacity to learn or become better in certain intelligence by instruction and encouragement. Third, intelligences usually work together in complex ways. Finally, there is a great diversity of ways in which individuals can show their intelligence within each intelligence.

Gardner also highlights the issue of the necessary school setting, in terms of its organization, but also in its true functions, considering different aspects. The school limits

their own apprentices, to propose activities remote from the society to different students, without taking into account that each has potential and also particular weaknesses. In addition to the cognitive problems, the teacher has to deal with other problems related to their students which have nothing to do with learning (or with school), but that will influence their learning. Also the connection towards issues on family and community are not often easy to perform. The recognition of teachers, in addition to their desired capacity of transmitting knowledge, is also an issue that is at the heart of education.

Gardner goes on to suggest that one way children can explore materials is to first observe competent adults or children skilled in a certain field manipulating the materials. Gardner's emphasis on an "apprentice-master" setting which is similar to Vygotsky's concept of scaffolding.

If school should be responsible for the success and progress of students, then it must be fully considered as a complex task (chosen or given to school), according to Gardner (1991). He believes that we are not aware of the ways in which the basic inclinations of human learning may be mismatched with the agenda of modern secular school.

Vygotsky also defended the thesis that the biological and the social are not separated in humans interactions (we transform and may be transformed by the media, for example).

Vygotsky intended with his interest in child development to explain how this development is socially built. For him biological factors only influence in early life. Following this are the external factors (social groups and culture) that will promote mental development and managing behaviour.

The major theme of his theoretical framework is that social interaction plays a fundamental role in the development of cognition. Every function in the child's cultural development appears twice: first, on the social level and, later, on the individual level.

According to Gardner, intelligence will develop the ability to solve problems that are of consequence in a particular cultural setting or community. He suggests that although humans have a biological propensity for solving problems in a particular way, society will always have an important role towards humans to deal with daily tasks.

An important aspect of Vygotsky's work, which is opposed to Piaget's position, is the rejection of "universal behaviour" and the definition of behaviours by age group.

The language acts as a mediating element, enabling communication between people

and the connection to the culture. We can then conclude that if Piaget sees children as active subjects of their learning, for Vygotsky the teacher has an active and decisive role, since the child only learns if there is the participation of the MKO. He maintained that if the child follows the adult's example then will gradually develop the ability to do certain tasks without help or assistance (ZPD).

Gardner emphasizes the importance of the culture and environment and how they nurture a child's predisposed way of learning. This aspect of Gardner's model fits in with Vygotsky's belief that children develop in social context or the environment in which they live. He proposed that children's learning is based on their relationships with other peers, parents and teachers. So, if teachers and educators would foster this predisposition to learn by focusing their teaching on the intelligences and skills of each child affording multiple ways of learning (MI), perhaps pupils would be able to learn in the way they know and understand best.

Each theoretical perspective that has been discussed so far contributes, in one way or another to inform the use of storytelling as a language learning strategy, with particular emphasis at the primary school level.

CHAPTER II

The project-based storytelling

This project-based storytelling was made with the support of new technologies. Throughout generations storytelling has been seen as an art. It still is seen as an art and should be, but as new technologies appear; the way stories are told should also change so as to motivate students to learn and get them engaged for a project-based work.

As educators and teachers we should make the most of our lessons where we can create a safe and engaging environment to learn how to speak, read and write in English. By recognizing that children, as according to Gardner, have multiple - intelligences, we should create different ways of learning and provide students with a variety of different activities. As a teacher, I feel I play an important part helping children find out different and various ways to emphasize their knowledge.

Nowadays school has to be an inclusive one, where there is respect for diversity, finding ways to practice different teaching methods that allow everyone to progress in their own personal development. Learning should be adapted to the personal characteristics and possible educational needs.

The classroom environment must have a wide range of resources that stimulate the children's different intelligences. This intelligence entails an ability to produce language, acquire words, integrate them to conversations, and even create new vocabulary (Gardner, 1989, p. 21).

Digital Storytelling

Nowadays Digital storytelling is a new way to engage students and therefore motivate them in class using different new technologies. This can easily become a project-based storytelling related to the students and their reality.

This new generation needs a powerful way to motivate them in class and

especially towards stories. I love all kind of stories and in my classes I always try to integrate them within my lessons. Who doesn't remember a lovely story in their childhood? Well if they don't remember maybe it is because it wasn't told properly in order to engage the students' interest. I feel that I need to change my ways of telling stories and maybe digital storytelling is a way. Children don't like to go to libraries and get a story but if it is digital maybe they will gain more interest. Stories are an excellent way to communicate.

The first Digital storytellers were Ken Burns (an American filmmaker who was known for his style of using archival footage and photographs in documentary films), used his method for documentations such as films in 1990 "The Civil War"; Dana Atchley told personal stories, he taught storytelling in workshops and besides taking the title of Digital Storyteller and using his own life story to start, he was also the Co-founder of the Center for Digital Storytelling; Joe Lambert and Daniel Meadows (Hartley. John & Kelly McWilliam. 2009. Story Circle. Wiley-Blackwell. P. 9) were who brought digital storytelling into Europe.

According to Joe Lambert (Co-founder of the Center for Digital Storytelling) "Digital Storytelling begins with the notion that in the not too distant future, sharing one's story through multiple medium of imagery, text, voice, sound, music, video and animation will be the principal hobby of the world's people" ("Empower English Language Learners with tools from the web" p.89). Everyone is going to have fun with digital storytelling.

Seven elements of Digital Storytelling

- 1 - point of view – what is the purpose of the story
- 2 – a dramatic question – a question that is posed and will be answered by the end of the story
- 3 - Emotional contact – serious issues that speak to us in personal and powerful ways
- 4 - The gift of your voice – a way to personalize the story to help the audience understand the context
- 5 - The power of the soundtrack – music or other sounds that support the storyline
- 6 - Economy – simply put, using just enough content and detail to tell the story without overloading the viewer with too much information
- 7 pacing – related to economy, but specifically deals with how slowly or quickly the story progresses and should fit with the theme and goal of the story.

According to McDrury and Alterio (2003), the merits of storytelling as a successful exercise in reflective learning thus make it especially useful as an experimental learning tool, so it should be used to emphasize the readers. Erickson and Rossi (1976) explain the virtues of storytelling in terms of its ability to create trance-like state or state of learner openness that promotes processing new information on a deeper, more meaningful level.

As a teacher I tried to step out of my box, this is, trying to find a different way of teaching the same but updated to this new generation. I chose this picture book:

First because it is a book that is recommended in the National Portuguese Reading Plan (PNL)

Second it is a picture book written by Julia Donaldson and illustrated by Axel Shaeffler, so it has to be a great picture book. Julia Donaldson was nominated in 2013 as Children's Laureate and her other books are also great too.

Third I am a picture book lover so I am trying through finger puppets, lego and new technologies to motivate students so they get more engaged in class but in a complete different way.

This story is about a giant called George who was the scruffiest giant in town. One day he was sad when he noticed a giant size clothes' shop that was open, so he decided to have a look and he found some smart clothes, such as, a smart white shirt; a smart stripy tie; a smart pair of trousers, a smart belt and a pair of smart shiny shoes. He left behind his old gown and brown sandals near the shop. On his way home he finds some animals that didn't feel that well, so whenever George came across them he managed to help them out, making them feel much better. Suddenly he noticed that his trousers were falling down because he didn't even have a belt. He was sad again so he decided to go back to then shop and try to get some more clothes. When he arrived at the shop everyone was waiting for him to that for him being the kindest giant in town. I always also like to go through the moral awareness of the story in order to have good students that hopefully later on become nice adults integrated in our society.

The storytelling kit in practice

The storytelling kit CD attached includes two files, one with an audio video with a creative way to tell the story of “The Smartest Giant in Town” by Julia Donaldson, the project-based storytelling, and another one with a related activity for revising and checking the students understanding of the story. This is an example so that later on it can be done with primary students. To start the idea came from a given class of new technologies at university, there we learnt how to make a video to use later on as a pedagogical resource in class apart from other techniques. Using as software Movie Maker to build up the digital storytelling, the scenery was made with common toys for children such as finger puppets and lego, then I recorded in this case my voice through the laptop’s sound recorder and then I took many digital photos to create the movement that was needed to tell the story. Sounds also were included downloading them online and joining them in the proper place to emphasize the story. Activities were also made to revise and check the students understanding of the story.

The following lesson plans present 4 lesson plans where, as an example, it is shown how to introduce DST (Digital Storytelling) in class, using it as a pedagogical resource to engage students and therefore motivate them to participate actively in class.

Lesson Plan 1:	Listening, reading and speaking: To recycle vocabulary related to clothes. To listen to a song with specific information.
Teacher:	Susana Ramos
Group:	Year 3
No. in Group:	15
Date / Term:	3 rd Term
Subject:	English
Sessions:	Mondays and Wednesdays
Resources:	IWB/Book/CDs/PowerPoint/Flashcards/Worksheets
Key Words:	Reading routine, books, taking good care, pictures, sentences, follow, listening, speaking, describe, clothes

**Assessment
Methods:**

Photos/Summary sheet/Qualitative observations during the lesson by the class teacher.

Learning Objectives / Outcomes by the end of the lesson		
ALL	MOST	SOME
<ul style="list-style-type: none">To recognize different clothes	<ul style="list-style-type: none">To identify most of the clothes	<ul style="list-style-type: none">To write descriptions about clothes in different situations, using adjectives; adverbs, actions and nouns: speaking with each other (using role plays for example).

SEQUENCE OF MAIN ACTIVITY		
Teaching activity:	Pupil activity:	Duration
Introduction: Hello routine. Introduce WALT (We are learning to ...) and WILF (What I'm looking for ...), explaining that we are introducing a reading routine in our class timetable. Introduce the reading corner. Explaining we are revising the vocabulary related to clothes. We are discovering books and learning the pleasure of reading. Praise pupil engagement, address misunderstandings. Use physical resources to support understanding and stimulate motivation.	Introduction: Sing together. Pupils should remain settled, observe and listen. Encourage the importance of reading and handling carefully our books.	10 mins
Main teaching: Return to WALT, we are revising clothes vocabulary. We are also learning how to select a storybook to be shared with another person. Explain the difference between different clothes used in the four different seasons. Explain group activity – go to the reading corner and select a book. Observe and explore a book. Ask students to find books with different clothes. Let's share them together. Introduce orally: "I wish I had a..." and each one shares his favourite clothes. Reinforce the engagement in the activity and ask	Main teaching: Students are sharing a storybook in pairs, looking at pictures and listening calmly to the story. Turn pages appropriately; show knowledge of the correct orientation of a book. Students should be encouraged to participate actively singing the rhymes together.	30 mins

to turn the pages and help holding the book properly. Observe whole class, provide support where needed and give praise/encouragement – positive reinforcement. Finish the lesson with Goodbye routine		
Plenary:	Plenary:	
Return to WALT and WILF, did we achieve our goals today? Show examples of everybody's choices. Praise and reward, comment on pupil achievement relative to targets. Show and comment the final song that ends the lesson.	Show recognition of achievement of WALT and WILF. Improve the motivation for the pleasure of discovering books and listening to a story by observing the class work and attitude.	10 min

Lesson Plan 2:	Listening, reading and speaking: To recycle vocabulary related to animals. To listen to a song with specific information.
Teacher:	Susana Ramos
Group:	Year 3
No. in Group:	15
Date / Term:	3 rd Term
Subject:	English
Sessions:	Mondays and Wednesdays
Resources:	IWB/Book/CDs/PowerPoint
Key Words:	Reading routine, books, taking good care, pictures, sentences, follow, listening, speaking, animals
Assessment Methods:	Summary sheet/Qualitative observations during the lesson by the class teacher.

Learning Objectives / Outcomes by the end of the lesson		
ALL	MOST	SOME
<ul style="list-style-type: none"> - Look at pictures on a Powerpoint and describe some animals; - Can say the name of the animal just by visualizing a part. 	<ul style="list-style-type: none"> - Can describe an animal for another student to guess; 	<ul style="list-style-type: none"> - Can write correct sentences, giving more detailed information about an animal.

SEQUENCE OF MAIN ACTIVITY		
Teaching activity:	Pupil activity:	Duration
Introduction:	Introduction:	
<p>Hello routine.</p> <p>Introduce WALT AND WILF, explaining that we are introducing a reading routine in our class timetable. Introduce the reading corner.</p> <p>Explaining we are revising the vocabulary related to animals.</p> <p>We are discovering books and learning about the pleasure of reading. Praise pupil engagement, address misunderstandings. Use physical resources to support understanding and stimulate motivation. For example, guess who is...(animal).</p>	<p>Sing together.</p> <p>Pupils should remain settled, observe and listen. Encourage the importance of reading and handling carefully our books.</p>	10 mins
Main teaching:	Main teaching:	
<p>Explain the difference between wild animals and pets.</p> <p>Explain group activity – go to the reading corner and select a book.</p> <p>Observe and explore a book. Ask students to find books with animals. Let's share them together.</p> <p>Introduce orally: "I wish I had a..." and each one shares his favourite one.</p> <p>Reinforce the engagement in the activity and ask to turn the pages and help holding the book properly.</p> <p>Sam needs more attention.</p> <p>David can read and explore the books independently and read the story to an adult.</p> <p>Observe whole class, provide support where needed and give praise/encouragement – positive reinforcement.</p> <p>Goodbye routine.</p> <p>Look at WILF again, did we achieve our objective?</p>	<p>Pupils share their opinions and knowledge, looking at pictures and guessing the animals.</p> <p>Encourage the engagement in the activity.</p>	30 mins
Plenary:	Plenary:	
<p>Return to WALT and WILF, did we achieve our goals today? Show examples of everybody's choices. Praise and reward, comment on pupil achievement relative to targets. Show and comment the final song that ends the lesson.</p>	<p>Show recognition of achievement of WALT and WILF. Improve the motivation for the pleasure of discovering books and listening to a story by observing the class work and attitude.</p>	10 min

Lesson Plan 3:	Listening and reading: "The Smartest Giant in Town".
Teacher:	Susana Ramos
Group:	Year 3
No. in Group:	15
Date / Term:	3 rd Term
Subject:	English
Sessions:	Mondays and Wednesdays
Resources:	IWB/Book/CDs/PowerPoint/Flashcards/Worksheets
Key Words:	Reading routine, books, taking good care, pictures, sentences, follow, listening , reading and singing.
Assessment Methods:	Photos/Summary sheet/Qualitative observations during the lesson by the class teacher.

Learning Objectives / Outcomes by the end of the lesson		
ALL	MOST	SOME
<ul style="list-style-type: none"> To identify the animals of the story To recognize different clothes To understand the story 	<ul style="list-style-type: none"> To identify the animals To identify most of the clothes 	<ul style="list-style-type: none"> To write descriptions about clothes and animals in different situations, using adjectives; adverbs, actions and nouns: speaking with each other (using role plays for example).

SEQUENCE OF MAIN ACTIVITY		
Teaching activity:	Pupil activity:	Duration
Introduction:	Introduction:	
<p>Hello Routine (Hello children, how are you? – Hello Suzy, I am fine, thank you.)</p> <p>Introduce WALT AND WILF, explain that we are introducing a reading routine in our class timetable. Introduce the reading corner.</p> <p>Explaining we are learning about the story. We are discovering books and learning about the pleasure of reading. Praise students' engagement, address misunderstandings. Use physical resources to support understanding and stimulate motivation.</p>	<p>Pupils should remain settled, observe and listen. Encourage the importance of reading and handling carefully our books.</p> <p>Students sing all together.</p>	10 min

Main teaching:	Main teaching:	
Review main clothes and animals vocabulary.	Students review vocabulary with given flashcards.	15 min
Listen to the story and try to interact with it “The smartest Giant in town” by Julia Donaldson. We are also learning how to select a storybook in this case a picture book to be shared with another person.	Students are sharing a storybook in pairs, looking at pictures and listening calmly to the story. Interact together by singing the rhyme.	20 min
Explain group activity – go to the reading corner and select the “Smartest Giant in Town” book. Listen to the story, observe and explore the book with the support of the shown digital story made by the teacher (The project-based storytelling). Ask students to follow the written word whilst listening to the story. Each student should be able to participate while listening to the story.	Turn pages appropriately; show knowledge of the correct orientation of a book. Students should be encouraged to participate actively singing the rhymes together.	
Teacher supports the activity by motivating students to follow the sentences with a finger and talking about the pictures. Reinforce the proper pronunciation. Start making their minibook.		
Observe whole class, provide support where needed and give praise/encouragement – positive reinforcement.		5 min
Finish the lesson with goodbye routine. Look at WILF again, did we achieve our objective?		
Plenary:	Plenary:	
Return to WALT and WILF, did we achieve our goals today? Show examples of everybody’s choices. Praise and reward, comment on pupil achievement relative to targets. Show and comment the final song that ends the lesson.	Show recognition of achievement of WALT and WILF. Improve the motivation for the pleasure of discovering books and listening to a story by observing the class work and attitude.	10 min

Lesson Plan 4:	Story: “The Smartest Giant in Town” by Julia Donaldson – Our minibook.
Teacher:	Susana Ramos
Group:	Year 3

No. in Group:	15
Date / Term:	3 rd Term
Subject:	English
Sessions:	Mondays and Wednesdays
Resources:	IWB/Book/CDs/Flashcards/minibooks
Key Words:	Reading routine, books, taking good care, pictures, sentences, follow, listening, "What's the matter?" "What's the time?" and "Can you hang.....on the line?"
Assessment Methods:	Flashcards/Summary sheet/Qualitative observations during the lesson by the class teacher and self-reflection.

Learning Objectives / Outcomes by the end of the lesson		
ALL	MOST	SOME
<ul style="list-style-type: none"> - Look at the minibook draw and fill in some gaps; - Listen to a short story related to the minibook. 	<ul style="list-style-type: none"> - Select a minibook to be shared with another student in class; 	<ul style="list-style-type: none"> - With the minibook and give a different ending to the story; - Create different ideas for the given story. - Write more sentences to add to the given rhyme.

SEQUENCE OF MAIN ACTIVITY		
Teaching activity:	Pupil activity:	Duration
Introduction:	Introduction:	
<p>Hello routine.</p> <p>Explain we are learning about making a mini book, and turn the pages correctly.</p> <p>We are discovering books and learning about the pleasure of reading. Praise pupil engagement, address misunderstandings.</p> <p>Use physical resources to support understanding and stimulate motivation.</p>	<p>Pupils to remain settled, observe and listen. Encourage the importance of reading and handle carefully our books.</p>	10 mins
Main teaching:	Main teaching:	
<p>Return to WALT, we are learning about listening to a story, how to handle a book, discover and explore books and the pleasure of reading. We are also learning how to select a storybook to be shared with another person.</p> <p>Explain group activity – go to the reading corner and read out your minibook. Make your own book marker. Listen to a story, observe and explore a book.</p>	<p>Pupils to select a storybook to be shared with another person, looking at pictures and listen calmly to a story.</p> <p>Turn pages appropriately; show knowledge of the correct orientation of a book.</p> <p>Encourage the engagement in the activity.</p>	30 mins

<p>Teacher support the activity by reading the story to each student individually, following the sentences with a finger and talking about the pictures. Reinforce the engagement in the activity and ask to turn the pages and help holding the book properly.</p> <p>Sam needs more attention.</p> <p>David can read and explore the book and minibook independently and read the stories in class.</p> <p>Observe whole class, provide support where needed and give praise/encouragement – positive reinforcement. Giving students ideas on how to explore the book even more.</p> <p>Finish the lesson with Goodbye routine.</p> <p>Look at WILF again, did we achieve our objective?</p>	<p>Think-pair-share/Square This is a way for pupils to pool their thoughts and ideas and to see things from different perspectives. Pupils listen to a presentation, story, read a text, see a video and record their ideas individually. As a class they pair up with a partner to share their ideas. A pair can team up with another pair to “square” their ideas.</p>	
<p>Plenary:</p> <p>Return to WALT and WILF, did we achieve our goals today? Show examples of everybody’s choices. Praise and reward, comment on pupil achievement relative to targets. Show and comment the final song that ends the lesson.</p>	<p>Plenary:</p> <p>Show recognition of achievement of WALT and WILF. Improve the motivation for the pleasure of discovering books and listening to a story by observing the class work and attitude.</p>	<p>10 min</p>

The story, as most stories, is cross curricular with other subjects, such as Maths (students make a giant-sized shop with price lists and practice math problems); Science (students relate wild animals and pets or research about why boats float); Computing (students can use the computer to make up a thank you letter or in class make together a short film to show to their family or even together create an audio-video retelling a story), Arts (students can design different clothes for the Giant to use with different types of material), English (students can revise adjectives and other vocabulary making some word games, write a thank you letter or even try to make more rimes) and Music (students can use different tunes in the story with George’s song and adapt it with different musical instruments) where differentiation starts and might never end. This is a great way to teach the same but in different ways, because as teachers we are also students that are learning different ways to teach. We have to

adapt to this new generation that is surrounded by new technologies, so if we can use what they are used to in class the outcome is fantastic.

Finally, it is necessary to take into account certain conditions, leading to a better practice. This implies that teaching is challenging but it is worthwhile. This Masters' course taught me different tools that can be used in class. I wish I had included more communicative activities involving the students. That way they would get more of the practice they need. My future plans are to create more communicative activities where there is always space for students to practice and learn more English using the language in a confident way.

Conclusion

In this project-based storytelling, I have tried to highlight how important it is to plan our lessons well, so we can create real opportunities for interesting and useful conversations not only in class but that can go beyond the class where students can use those conversations learnt in class into their own environment at home or with their friends. Throughout our professional life, we should try to become a critical reflective teacher, where we can always improve or change our lessons in order to become a better teacher. Kirkland and Patterson affirm that it is crucial to effectively teach and allow experiences for oral language and its development. It can be concluded that as teachers, we should create and give real opportunities to our students when they are in their school environment, in order to help them develop their knowledge and use of the language in their own environment at home or wherever they might face the language. We should try to engage students in our classroom, to allow them to participate actively with real opportunities, to use the language and feel comfortable to learn even more.

I have tried to highlight how important it is to look at the language as a purpose using the best methods to address benefits towards the language teaching. Stephen Krashen, one of the creators of the language approach, referred to English language teaching methods. We should as teachers try to update our knowledge by researching about new methods and strategies to input in class. According to Stephen Krashen, "Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding," so he also had theories that were similar to Lev Vygotsky and his Sociocultural theory.

Others such as, Clark and Clark (1977), point out that a caretaker speech is modified in order to aid comprehension. Caretakers talk "simpler" in an effort to make themselves understood by the child.

As educators and teachers we should make the most of our lessons where we can create a great place to learn how to speak, read and write in English. By recognizing that children have multiple ways of learning and by providing pupils with different activities, they will symbolize their representations based on their multiple

intelligences. Teachers can play an important part helping children discover different and various ways to symbolize and represent their knowledge.

Nowadays school has to be an inclusive one, where there is respect for diversity, putting into practice different teaching methods that allow everyone to progress in their knowledge and personal development. Therefore we must broadcast at the outset students the perception that the procedures to be used with each one of them will be different, because it will be adapted to the personal characteristics and possible educational needs.

The classroom environment must have a wide range of resources that stimulate the children's different intelligences. This intelligence entails an ability to produce language, acquire words, integrate them to conversations, and even create new vocabulary (Gardner, 1989, p. 21).

As teachers we must not forget that, in a way, we are also students, in continuous learning, part of it taught by our students. It is necessary to take into account certain conditions, leading to a better practice. This implies that teaching: acquires a personal meaning; it is challenging; it must be appropriate to the level of student's development; it is planned based on the choices made by students; it is built from old knowledge; leads to social interaction; uses various and different strategies and provides a positive emotional environment.

This project-based storytelling is based on a year 3 class and how they can spread their vocabulary knowledge throughout a story. Vocabulary knowledge is strongly related to reading proficiency and therefore to success. Preschool teachers and children are very familiar with songs, rhymes, and word plays. These activities are not only great for building oral language skills, but also to make the child gain confidence with the language.

The influences of the Russian psychologist Lev Vygotsky and the American psychologist Howard Gardner have made a big difference towards the philosophy of education.

Vygotsky believed in his social development theory that child's learning arouses a variety of internal growth processes when interacting with people in the environment thus enhancing the child's cognitive development.

On the other hand, Gardner suggested that the multiple ways to understand the many different potentials existing in a child with his own theory of nine multiple intelligences (MI).

As educators and teachers we should make the most of Vygotsky's ZPD in using Gardner's MI in the field of teaching and learning of students to a higher level and highest potential. Vygotsky's theory and Gardner's model complement each other.

By recognizing that children have multiple ways of learning and by providing pupils with different media and activities, they will symbolize their representations based on their multiple intelligences. Teachers can play an important part helping children discover different and ways to symbolize and represent their knowledge.

Opposite to the teacher considered as holder of all knowledge and truth, a differentiated instructor is the one that really leads to success, by sharing multiple ways of teaching and learning.

Conclusively, the implications of the theoretical works of Vygotsky and Gardner in the teaching of a second language call for a) the proper identification of the unique learning traits of each student, b) developmentally-appropriate tasks followed by feedback and guidance, c) teaching under a premise that the student can indeed build upon prior knowledge, d) providing of a basic and solid foundation of information that includes the student, making him or her part of the entire learning process, e) allowing for a creative and safe environment that engages and motivates the student to use their skills to the fullest potential.

Finally, I would like to highlight that I am trying to tell a story in a different way so therefore it needs to be tested later on in order to recognize how important I feel it is within this new generation of new technologies. According to Jean Piaget, "The principal goal of education is to create men and woman who are capable of doing new things, not simple repeating what other generations have done".

It is common to watch videos on YouTube telling stories with the actual picture book, but this is a completely different approach. I want to integrate all students in a project similar to this, with their own voices, drawings, toys and so on. Besides strengthening the relationship between them it also strengthens the

relationship created in a classroom with the teacher. I hope to integrate all my students into a project that can later on be shown to parents or other students at school. It seems to be an excellent way to integrate all students in a group project that later on they can feel proud of what they have achieved.

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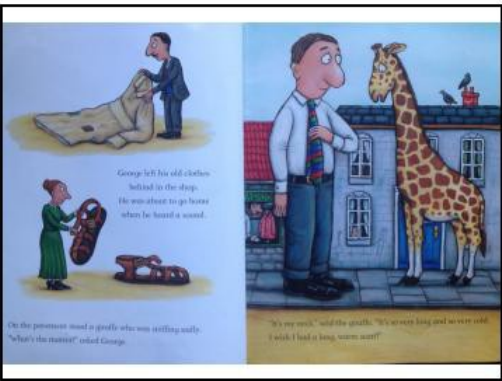
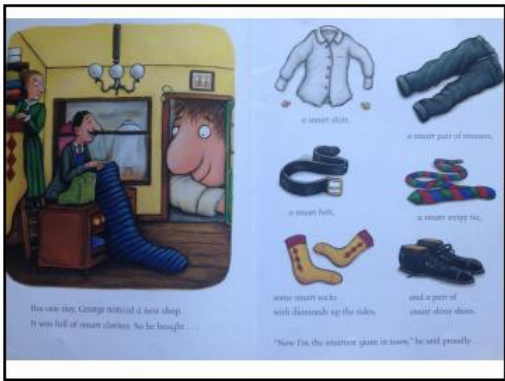
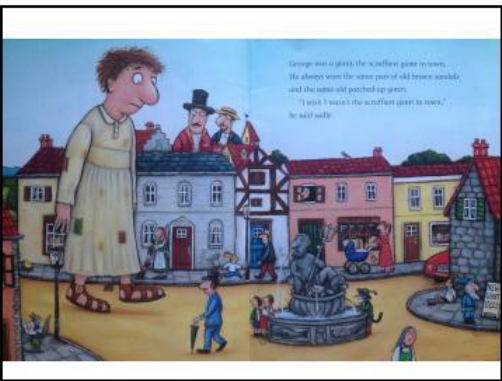
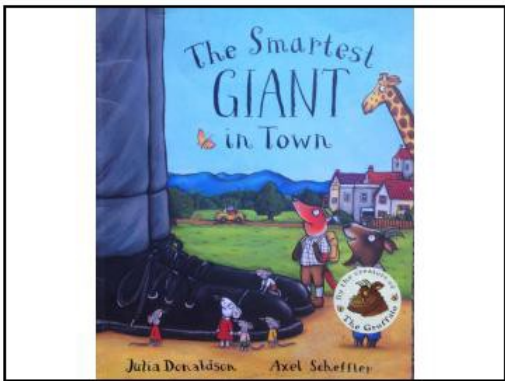
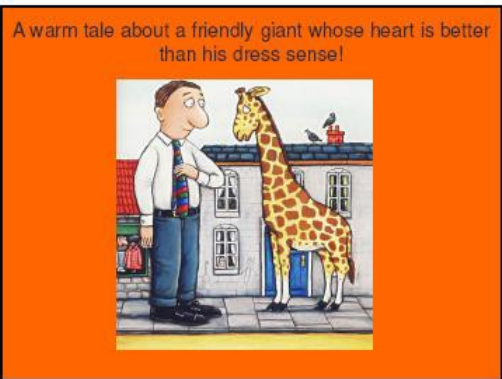
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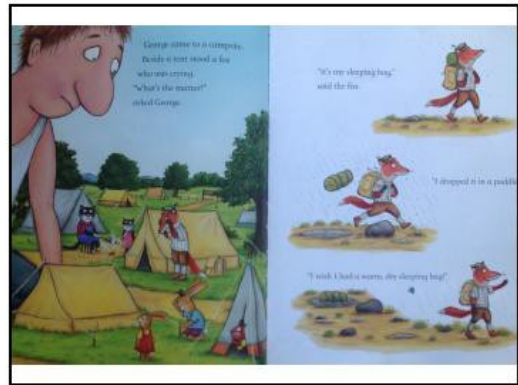
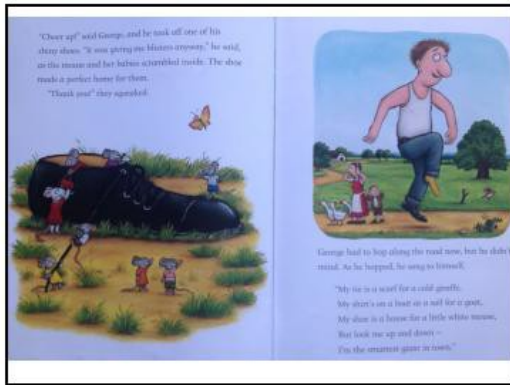
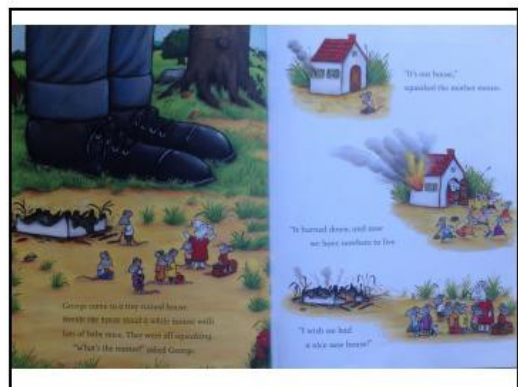
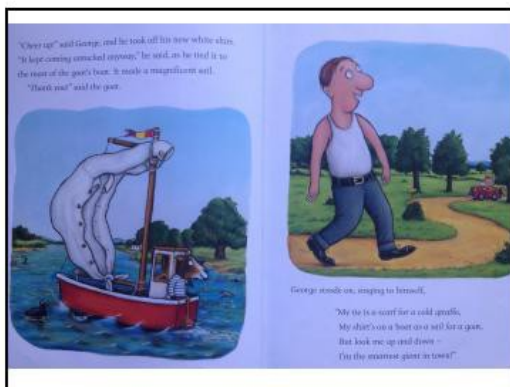
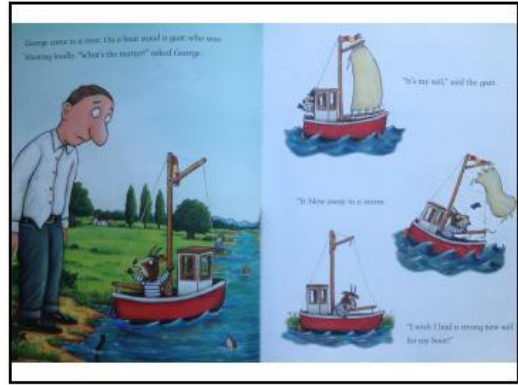
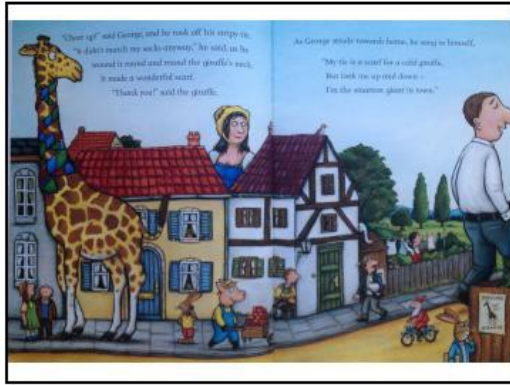
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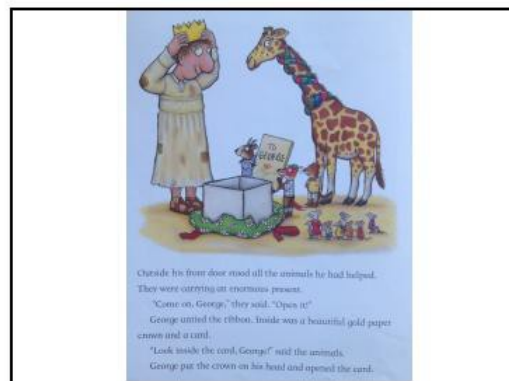
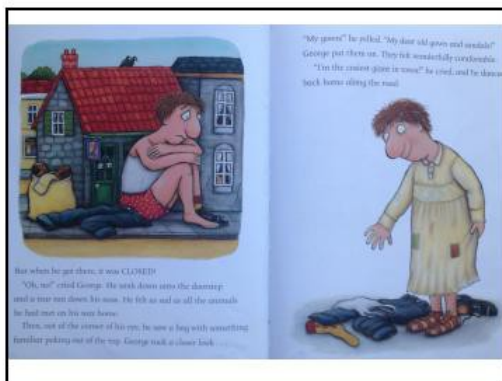
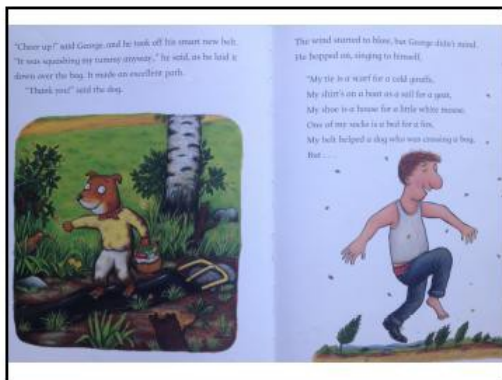
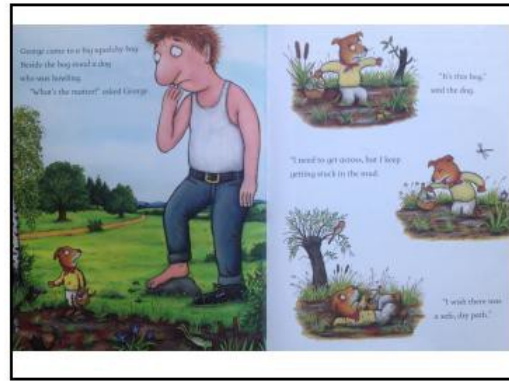
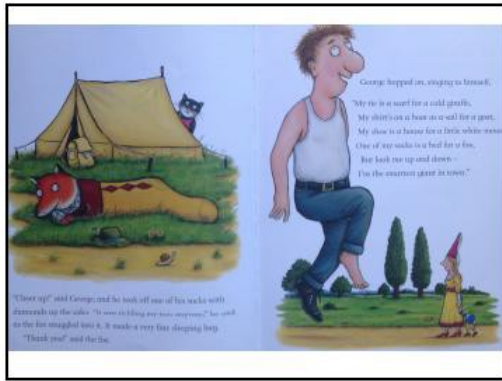
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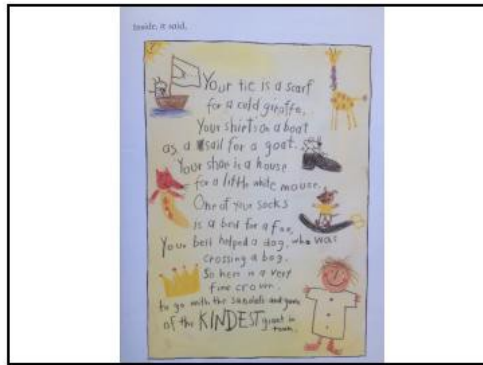
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Appendixes A

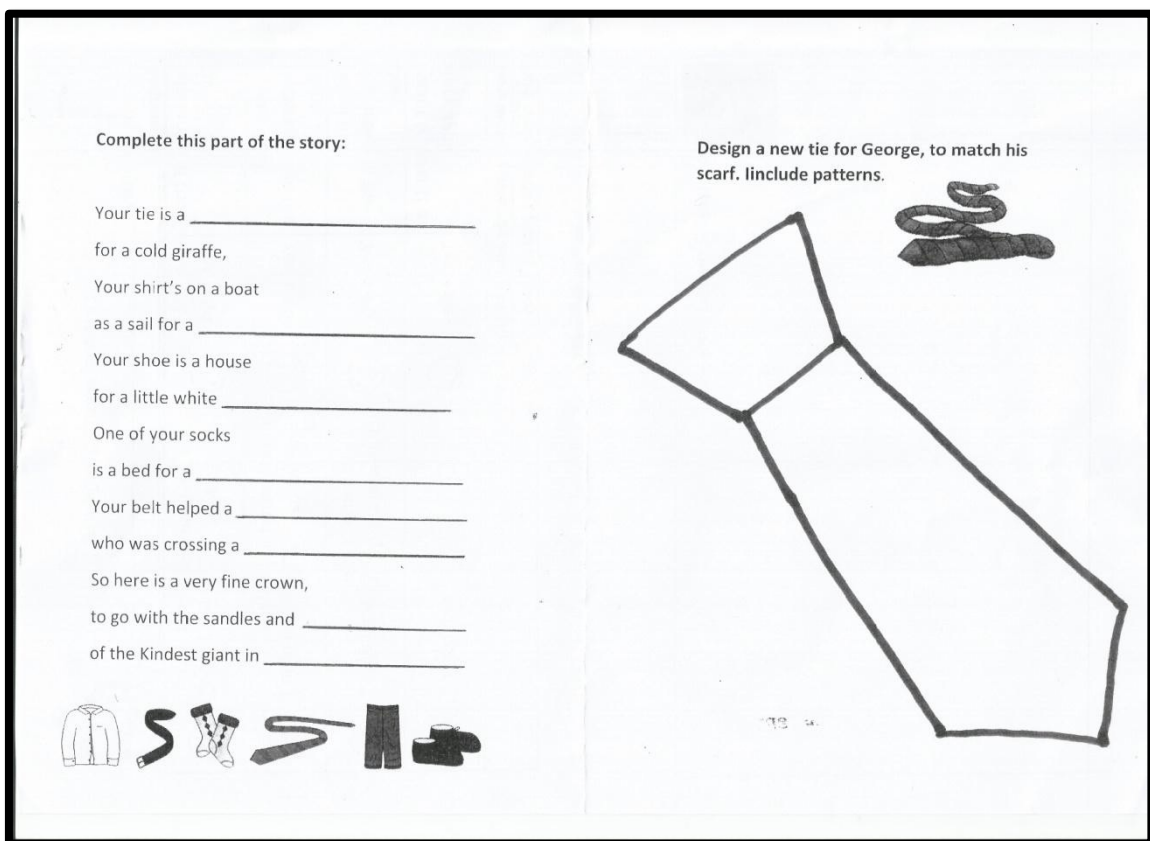
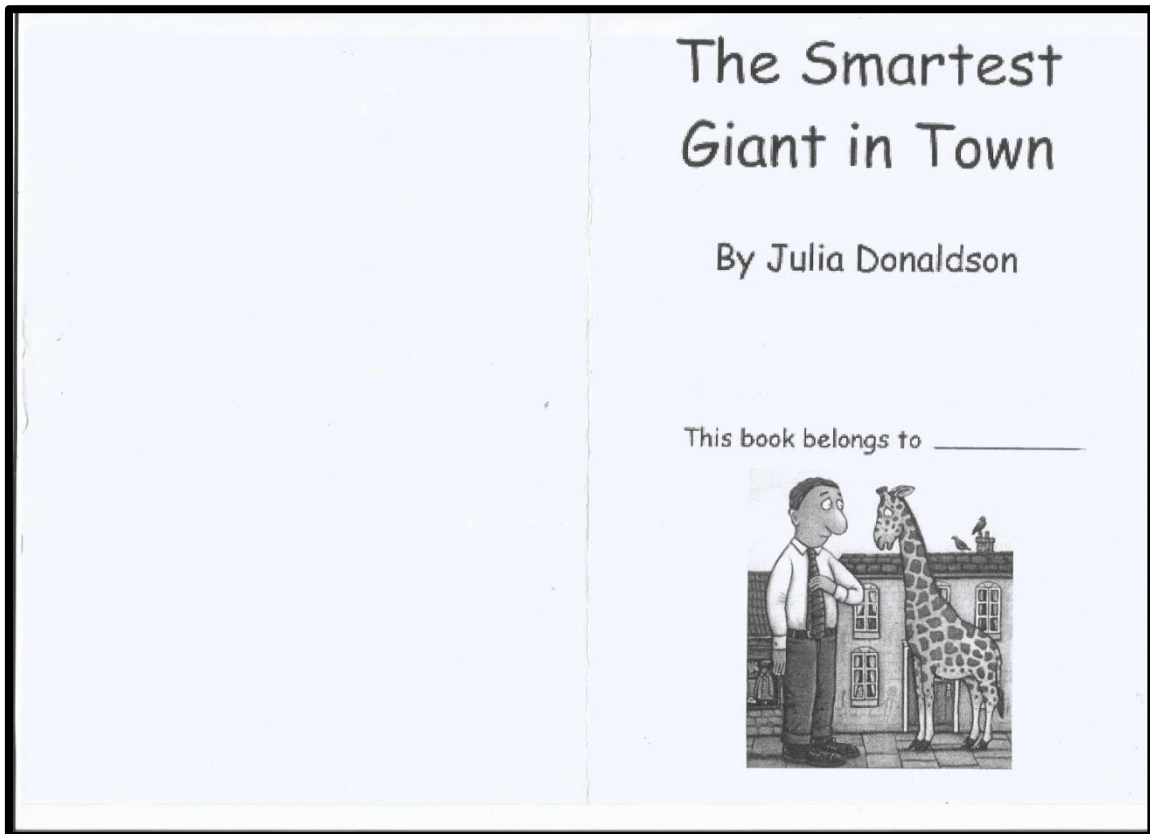








Appendix B



Cultural week: Storytime



Title of the story: _____

Author: _____

I understood the story	Yes, I did.	I understood part of the story	No, I <u>didn't</u> .
I understood many words in the story	Yes, I did.	I understood a few words	No, I <u>didn't</u> .
I liked the characters in the story	Yes, I did.	I liked some of the characters	No, I <u>didn't</u> .
I want to hear the story again	Yes, I do.		No, I <u>don't</u> .
Two words I already knew in the story: _____			
Two new words I learnt from the story: _____			



My idea for the end of the story:

Appendix C

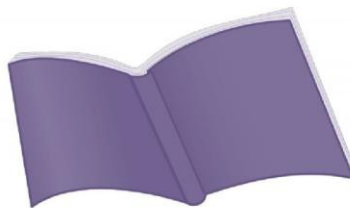
The Smartest Giant in Town – reading comprehension and activities

Name: Date:

A selection of guided reading questions and activities to accompany *The Smartest Giant in Town* by Julia Donaldson and Axel Scheffler.

Guided reading questions:

- Which clothes did George wear at the beginning of the story?
- Why do you think George wanted some new clothes? How did he feel being the scruffiest giant in the town?
- Which animal did George give his tie to? What did he use the tie for?
- How do you think the animals felt before they met George?
- How do you think the animals felt after they met George?
- Why does George say that he is the coldest giant in town?
- How do George's feelings change during the story?
- Why did the animals give George a crown and a card? How did this make George feel?
- What is your favourite part of the story? Why?



After reading activities:

- Act out scenes from the story, using clothes as props.
- Hot seat the giant – either the children or the teacher take it in turns to be George, whilst others ask questions.
- Play 'True or false' with a friend. Say a sentence about the story and your partner has to decide if it is true or false. For example, George gave his tie to a mouse.
- Learn and recite the song/poem from the story then put it to some music/actions.
- Complete a feelings map to show how George's feelings change throughout the story.
- Write letters to George from the animals to say thank you.
- Write an additional part to the story, for example, George meets another animal. What might be wrong? What item of clothing might George give them?
- Write an alternative ending for the story.

